

Student Learning Outcomes Presentation and Workshop



CALIFORNIA COMMUNITY COLLEGE REAL

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Student Learning Outcomes

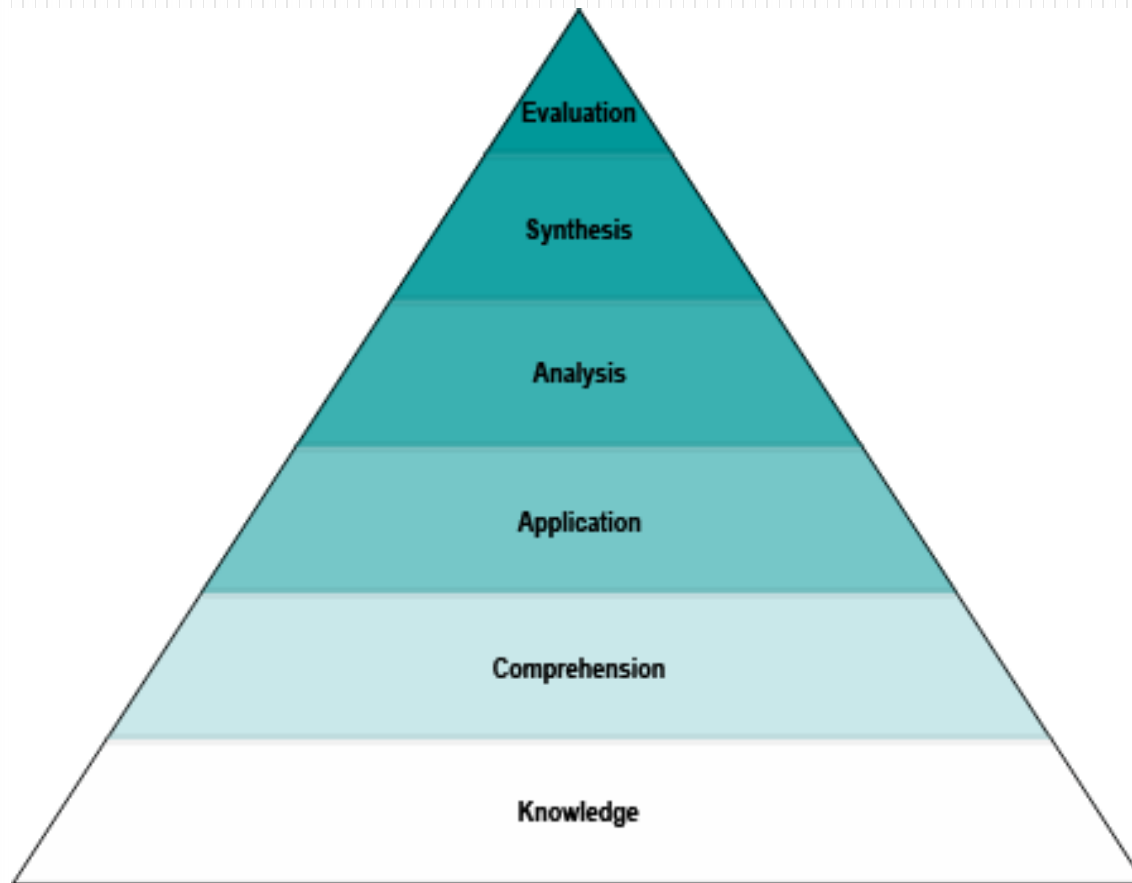
What are they and why are they needed:

The concept of creating educational objectives was conceived by Benjamin Bloom in the 1950s.

- Student learning outcomes are important to government, students, and the public because these constituents increasingly tie judgments about the quality of an institution or program to evidence of student academic achievement.
- Student Learning Outcomes provide government (college boards) with the evidence to assist in program funding.

Student learning outcomes are important for students to determine what courses to take and what results they should expect for their time, effort and expense.

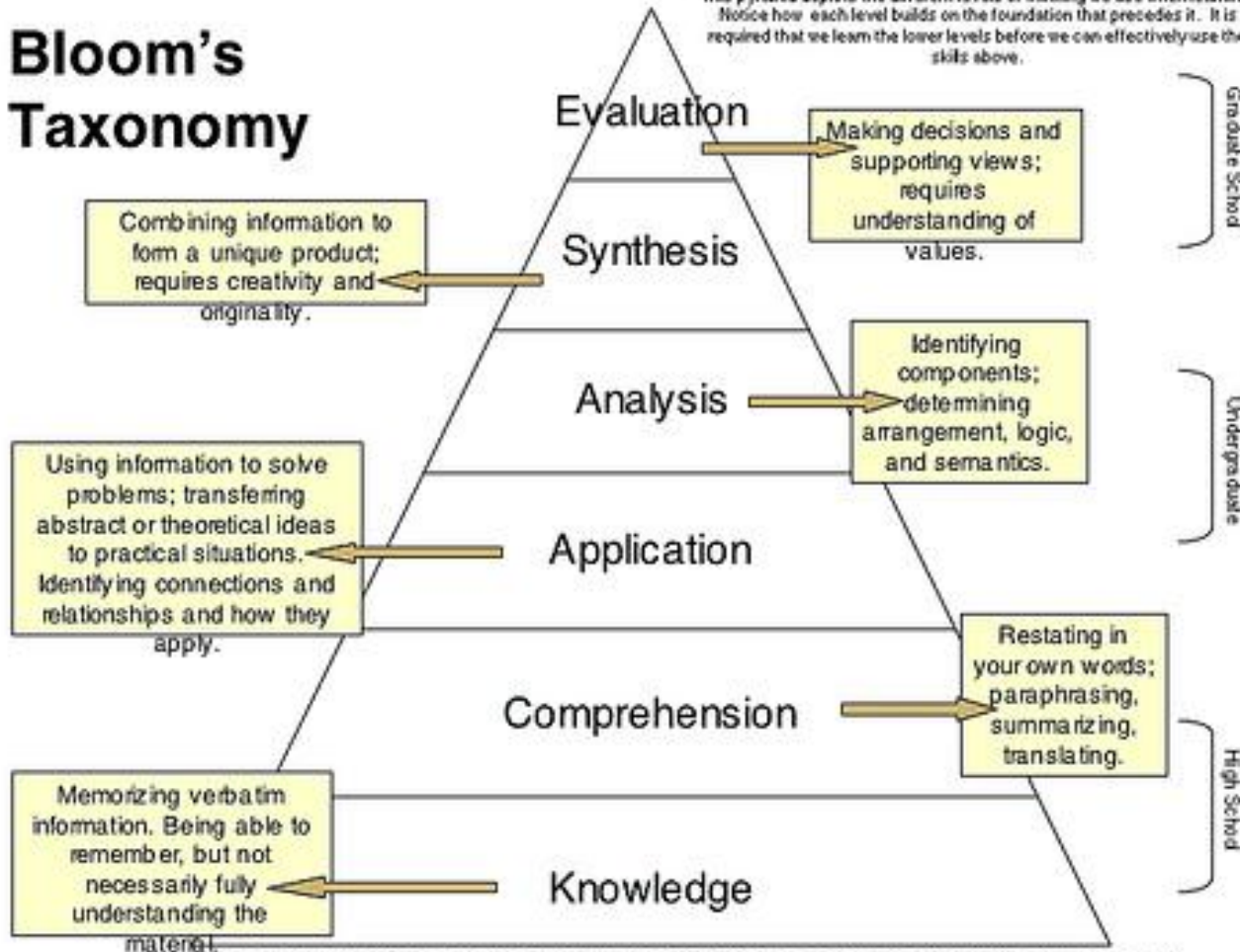
Student learning outcomes are important to accreditation bodies because they demonstrate evidence of compliance.



Bloom's Taxonomy of learning. Adapted from: Bloom, B.S. (Ed.) (1956)
Taxonomy of educational objectives: The classification of educational goals.
Handbook I, cognitive domain. New York ; Toronto: Longmans, Green.

Bloom's Taxonomy

This pyramid depicts the different levels of thinking we use when learning. Notice how each level builds on the foundation that precedes it. It is required that we learn the lower levels before we can effectively use the skills above.



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- **What are student learning outcomes?**
 - Student learning outcomes or SLOs are statements that specify what students will know *and*
 - Be able to demonstrate when they have completed a program, course or activity.
 - Outcomes are usually expressed as knowledge or skills.

What are the characteristics of good SLOs?

- SLOs specify an action by the student.
- Actions that are:
 - Observable,
 - Measurable *and can*
 - Be demonstrated!

- 1. Will help departments understand how to better facilitate student learning.
- 2. Will provide departments and instructors with feedback beyond customer satisfaction indicators such as, student surveys.
- 3. SLO's help us look at:
 - a. What skills are students learning?
 - b. Are these the skills we want them to learn?
 - c. Are these the skills we are teaching them?
- 4. Will help students be able to explain what they can do and what they know.
- 5. Assist the college in documenting evidence to show that it is meeting accreditation requirements.

How can SLOs help students and organizations?

How to Get Started:

- 1. Ask yourself: what are the most important things a student should know, be able to do or, demonstrate after completing my program or course?
- 2. Make a list of these and try to write them as SLO statements. Relate them to the program or college-wide objectives and outcomes.

Helpful hints:

- Work with one or two people to draft SLOs-*incorporating different perspectives helps.*
- Review/edit statements with others in your department.
- Consult resources outside the department. For example, Curriculum Review Committee representatives.
- • Focus on a small number of learning outcomes that are most relevant to your Course or program. Three to five may be plenty!
- Don't try to cover every topic. Focus on the topics that are most critical to your course.
- Be certain to differentiate SLOs (which are measures of what students have learned) from assessment of student satisfaction, program evaluation and process measures such as attendance.

WHEN WRITING STUDENT LEARNING OUTCOMES

- 1. Focus on a smaller number of high priority outcomes – this will lower the burden of assessment and record-keeping.
- 2. Make outcomes as specific, focused and clear as possible – general outcomes will be hard to measure!

Use Action Verbs!

- Action verbs result in overt behavior that can be observed and measured.
- Sample action verbs are:
- *Analyze, apply, argue, arrange, assemble, assess, calculate, categorize, choose, classify, compare, compile, compute, create, criticize, critique, defend, define, demonstrate, describe, design, develop, differentiate, discuss, distinguish, estimate, examine, explain, formulate, identify, illustrate, indicate, interpret, label, list, locate, manage, memorize, order, operate, organize, plan, practice, predict, prepare, propose, question, rate, recognize, repeat, report, reproduce, review, revise, schedule, select, solve, state, translate, use, utilize, write.*
- Certain verbs are unclear and call for covert, internal behavior which cannot be observed or measured. These types of verbs should be avoided:
 - *appreciate, become aware of, become familiar with, know, learn, understand.*

General and Hard to Measure Examples:

- 1. ...*will appreciate the benefits of exercise.*
- 2. ...*will be able to access resources at the College Library.*
- 3. ...*will develop problem-solving skills and conflict resolution.*
- 4. ...*will be able to have more confidence in their abilities.*

Close, but still general and hard to measure:

- *1. ...will value exercise as a stress reduction tool.*
- *2. ...will be able to develop and apply effective problem solving skills that would enable one to adequately navigate through the proper resources within the college.*
- *3. ...will demonstrate ability to resolve personal conflicts and assist others in resolving conflicts.*
- *4. ...will demonstrate critical thinking skills, such as problem solving as it relates to social issues.*

Specific and relatively EASY to measure...

1. ...will be able to explain how the housing market affects the national economy.
2. ...will be able to identify the most appropriate action verbs used to write student learning outcomes.
3. ...will be able to identify and define the real property bundle of rights.

Worksheet for writing your SLO's

- As a result of students participating in _____,
 - they will be able to _____.
- (After creating the learning outcome, reference this checklist below)
- 1. Does the outcome support the program objectives? Y N
 - 2. Does the outcome describe what the program intends for students to know (cognitive), think (affective, attitudinal), or do (behavioral, performance)? Y N
 - 3. Is the outcome important/worthwhile? Y N
 - 4. Is the outcome:
 - a. Detailed and specific? Y N
 - b. Measurable/identifiable? Y N
 - c. A result of learning? Y N
 - 5. Do you have or can you create an activity to enable students to learn the desired outcome? Y N

Example of a SLO assessment report

- **SLO ASSESSMENT REPORT -- COURSE**
-
- **Instructor Name:** _____ **Year:** _____
Semester: _____
- **COURSE**
- **Expected SLO**
- At the end of the course, the student will be able to:
- **Assessment Sample, Major Assignment, Assessment Instrument & Performance Criteria**
- _____
- _____
- **Major Assignment:** _____
- **Assessment Instrument:** _____
- **Performance Criteria:** 90% will receive a score of $\geq 75\%$
-
- **Copy of assessment instrument (may also attach if necessary):**
-

References

- Bloom, B. S., Engelhart, M. D., Furst, E. J., Hill, W. H., & Krathwohl, D. R. (Eds.). (1956). *Taxonomy of educational objectives: The classification of educational goals. Handbook I: Cognitive Domain*. New York: David McKay.
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- Scagliona, L. (2007, June 24). *Student learning outcomes 101* University of Rhode island, Retrieved from http://www.uri.edu/assessment/media/public/page_files/uri/outcomes/student/outcomes/outcomes_tools/Handout_Student_Learning_Outcomes_101_8_7_06.